DOCUMENT RESUME

ED 436 479 SP 038 842

AUTHOR Kong, Ailing
TITLE The Role of the Teacher: How a Classroom Learning Community of Culturally and Linguistically Diverse Learners Develops at the Beginning of the School Year.
PUB DATE 1999-04-00
NOTE 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Classroom Techniques; Cooperative Learning; Discipline; *Diversity (Student); Elementary School Students; Elementary School Teachers; Intermediate Grades; *Language Minorities; Literacy Education; Power Structure; Teacher Attitudes; *Teacher Role; *Teacher Student Relationship; *Teamwork
IDENTIFIERS Book Clubs; *Learning Communities

ABSTRACT

This study examined what happened in the first month of the school year when a fourth/fifth grade teacher attempted to establish a learning community in her classroom of culturally and linguistically diverse learners. The researcher conducted two teacher interviews and was a participant observer during the first month of the school year. Data analysis involved examining the teacher's vision of the classroom learning community; class activities designed to help enhance students' awareness of their class as a learning community; the class' work on developing a shared literacy practice (a book club); and power relationships between the teacher and students. Results indicated that the teacher had a clear goal of establishing a learning community. She told the students explicitly and repeatedly that they were a learning community. In developing a shared literacy practice, she created opportunities for students to learn to participate. She encouraged students to think for themselves. When students used passive resistance when faced with challenges in doing the Book Club, the teacher persisted because she believed it would be a better way to engage students in reading, writing, talking, and thinking and would create opportunities for them to interact with each other that might help develop the learning community. She considered discipline to be the foundation for a learning community. (Contains 14 references.) (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 436 479

The Role of the Teacher: How a Classroom Learning Community Of Culturally and Linguistically Diverse Learners Develops At the Beginning of the School Year

Ailing Kong

Michigan State University

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

A. Kong

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SP038842

AERA at Montreal, Canada

April 19-23, 1999

Table of Content

INTRODUCTION 3
METHOD 4
Participants
Data Collection
CONSTRUCTION OF A CLASSROOM LEARNING COMMUNITY 6
Teacher's Vision of a Classroom Learning Community
First Day of School
    Students' brief comments of the day
Other Community Building Activities
    Team Work Game
    Art Group Project
Vignettes From the Classroom
DEVELOPING A SHARED LITERACY PRACTICE 13
Teacher's Expectations of the Students With Regard to Literacy Learning
How did They Do Book Club?
    Books used
    Mini Lesson
    Reading
    Writing
    Book Club (group discussion)
    Community Share (class discussion)
Challenges
Analysis
RELATIONS OF POWER 19
CONCLUSIONS 21
REFERENCES 23

INTRODUCTION

A classroom is a community for the sheer fact that a group of students and a teacher are physically there for an extended amount of time during a school year. Both Tonnies (1940) and Sergiovanni (1994) call a group of people bond by external forces a "community of place" in contrast to a "community of mind". The latter distinguishes itself from the former in that it transforms a collection of "I's" to a collective "we", thus providing the members with a unique and enduring sense of identity, belonging, and a place (Sergiovanni, 1994, p.xiii). In general, the members of a community of mind (a) have shared values and ideals, (b) are bounded by internal factors, such as commitment, obligations and duties, and (c) usually care, listen to and value each other.

Studies of effective classrooms of students from culturally and linguistically diverse backgrounds show that a "classroom learning community of mind" provides students learning opportunities to participate and develop their academic skills, especially literacy skills, and social skills (Brown, 1997; Dudley-Marling & Stires, 1992; Cummins, 1997; Nieto, 1992; McMahon & Raphael, 1997). Many studies describe the essential features of such learning communities as: (1) students' home culture and the knowledge they bring into the classroom are respected and valued, (2) students have certain control over their mental activity in the classroom, (3) students engage actively in collaborative learning activities, and (4) instruction builds on students previous knowledge and the community's funds of knowledge to establish a connection between their personal experience and the subject matter they are learning (August & Hakuta 1998; Moll, 1992; Wells & Chang-Wells, 1992).

Though much research has described what a classroom learning community is like, little has been done to examine the process of its development, especially at the beginning of the school year. This paper examines the happenings in the first month of the school year when the teacher strove to establish a learning community in her classroom. The general question this paper seeks to explore is: What is the process by which a teacher, who values community, strives to establish a community in a classroom of culturally and linguistically diverse students at the beginning of the school year?

Specific questions include: (1) What community building activities did they do? (2) What expectations did the teacher try to convey to the students? (3) What support did the teacher create to help students engage in a new literacy practice, i.e., the Book Club? (4) What power relationships were being established between the teacher and students in the classroom?

METHOD

Participants

A teacher with her fourth/fifth students in a multicultual and multilingual elementary school in a Midwest city agreed to participate in the study. The teacher had her master degree in literacy instruction and had been teaching at the current school for 4 years. She had 10 fifth graders and 15 fourth graders in her class, 14 boys and 11 girls. Ethnically, 6 were Vietnamese, 4 Hmong, 3 Caucasian, 3 Latino, 4 multi-racial, 3 Haitian, 1 Somali and 1 Bosnian. Over 90% of the students in this class had free or reduced payment for meals. More than half of the students came from homes in which a language other than English was spoken as the mother tongue. The school to which the classroom belonged was founded as a focus school in 1994 mainly to meet the needs of

students who newly arrived in this country or whose home language was not English in this school district. Now it was a 100% school of choice and anybody could come as long as there was space. The goal of the school as stated in their mission statement was to "foster a climate of unity , mutual respect, cultural and linguistic dignity, and excellence in achievement " (The School Staff Handbook, 1998-1999).

Data Collection

This study was a qualitative, interpretive case study grounded in interactional sociolinguistics and ethnography (Gumperz, 1982; Atkinson, & Hammersley, 1994). The researcher observed the classroom as a participant observer for a whole school year. The data used for the analysis in this paper only included data collected in the first month of the 1998-1999 year, and they consisted of 11 full days, 9 half days and one hour day. They ended on the day before the teacher literally lost her voice and had to have a day off. Data used for analysis included the researcher's field notes on observation, some video and audio transcripts of certain activities in the classroom, and two teacher interview transcripts.

Data Analysis

In this initial analysis tracing the trajectory of a classroom learning community over the school year, I first look at the teacher's vision of the classroom learning community and the activities they did at the beginning of the school year to purposefully help enhance students' awareness of their class as a learning community.

Second, I trace how the class tried to develop a shared literacy practice, i.e., Book Club, including how they did Book Club, what teacher's goals were in doing it, what challenges it posed to the class, and what effort the teacher made to help to create

opportunities for students to learn and develop within their zone of proximal social and cognitive development.

Finally I try to unpack the power relationships between the teacher and the students in the classroom, including the roles they saw themselves playing and the rights and obligations they had.

CONSTRUCTION OF A CLASSROOM LEARNING COMMUNITY

Teacher's Vision of a Classroom Learning Community

The teacher wanted to build and sustain a learning community in her classroom. At the beginning of the school year, she said it was her goal to create an environment where students can work collaboratively and achieve their maximum potential in their learning. Later in an interview, the teacher described the kind of classroom learning community she would like to have as "a learning community where students are encouraging others, students are working together, students are doing what they are supposed to be doing, whether or not understanding them (laughs). … Just a group of students, you know, they are coming in and they know they are working together and they enjoy themselves and they have fun, not just doing the work but they realize whose strengths are. … I want a community where the students get along, where they enjoy to be around, they enjoy themselves with their neighbors." (Interview, 10-15-98).

First Day of School

Starting from the first day, the teacher tried to create a learning community in the classroom through her talk and community building activities. She arranged students to sit around six big round tables placed into a horse-shoe shape, facing the teacher in the front. While they were eating breakfast (they ate breakfast in the classroom), the teacher

told the students that they were a learning community and they would share the work. She assigned breakfast job to two students and also explained briefly other jobs she would assign students to do later. She also explained a few rules to the students and one of them was that they should turn to face her when she was talking and explained what she meant by "giving five".

When introducing herself to the students, the teacher shared with them her dog. One student asked her if she liked reading because she noticed that the teacher had many books in the room. The teacher happily admitted and said that she would share with the class the books she liked during the school year. She ended her self-introduction by saying, "I plan to get to know about you in this year."

The first day was relaxing. Discussions over classroom rules and 1998-99 school wide theme "RESPECT" were conducted interactively. RESPECT stands for Respond politely, Expect respect from myself and others, Strive for success, Problem-solve, Encourage others, Cooperate, and Take responsibility for my choices. Students were invited to give their own opinions and their ideas were recorded by the teacher on the overhead. They also discussed their rights and privileges in this classroom on this first day.

After that, they played a ball-throwing game. Students all stood in a circle and passed a softball to each other. Each time they passed the ball, they had to say the name of the person who was going to receive the ball. At first they played with one ball and then with two balls and finally with three balls going on at the same time. The teacher used a boat metaphor to refer to their class, saying, "If one of you kick a hole in the boat, the whole class will sink."

Another activity they did in the afternoon was making name cards, which also aimed at building a learning community. Each child had a piece of colored paper and folded it the middle. On one half, students wrote their name and decorated around it with drawings and stickers. On the other half of the paper, all other members in the group wrote one or two positive things about the person. "Part of working in a community is to know the strength other people have," the teacher said to them. Finally she asked students to write something about themselves that they were good at or proud of.

In the afternoon's recess, the class went outside for a brief while. The teacher pulled a boy aside and told him that she was happy with his behavior during the day. The child responded by telling the teacher that he was not always this good and he sometimes threw up tantrums in the past.

Students' brief comments of the day

At the end of the day while students were waiting for school dismissal, the teacher asked students casually, "So what have you learned today?" Charwen said that they sat for a long time. Sergio said that he learned that he could behave well all day. Nick said, " I learned you are very nice." Allen said, "The day is not so long." It seemed that the students were pretty happy with the day.

Other Community Building Activities

Team Work Game

On the second day they did a team work game. In playing the game, each student was given a bundle of shapes and each student was asked to make a square. The rules of the game were simple: (1) no talking; and (2) make a square individually and collectively (Field note, 9-1).

Students started to work on it. Each tried hard to figure out how to do it individually. The teacher asked the class if any of the groups worked as a group. Some said yes, because they were looking at each other and checking how they were doing. The teacher pointed out that they were only watching. "Though the rule says no talking, but did I say you can't take other people's pieces? … How can you ask for something without talking?" Some students suggested using gestures, facial expressions, etc. They discussed how to be good group members and listed the following: (1) Make sure you understand rules/directions; (2) share ideas and materials; (3) listen to others; (4) make eye contact; and (5) exhibit engagement from both sides. "When you share ideas and materials and engage each other, you may be able to do it," the teacher told the students as they were struggling to make squares out of the pieces of different shapes.

Art Group Project

A week later (Field notes, 9-9), the class did another activity to help students to see the importance of collaboration in accomplishing a group project. The project asked students to construct a picture on a large poster paper in groups. Each student was given a slip that described part of the picture. Together with all the information they had among them, they could construct a nice picture. Before they started to do it, the teacher reviewed with them the rules for working as a group, such as sharing, respect, team work, and listening to other group members, the last of which was emphasized by the teacher. When they began to work, they could read their own slip of description as many times as needed, but they couldn't show the slip to others. The teacher also gave the students a clue saying that the slips had letters on them, a, b, c, d, e, but this information was not taken up by the students.

By the end of 50 minutes, all groups produced some kind of pictures. Some were done according to the information on the slips and had a coherent theme, others were bits and pieces placed side by side. The negotiations and the changes in their collaboration among group members were very interesting. In one group, Sergio would not cooperate at first, but as the other members worked together and ignored him, he complied to them in the end. In Angela's group, Long learned to speak louder. However, in yet another group, Tuan and JR didn't seem to get along very well. They both had ideas and neither seemed to want to listen to the other. Abdu, another member in this group, didn't care. Paule tried to bridge the difference, but to no avail.

As a matter of fact, all their final art work told the story of how well they worked as a group. When they finished the game, the teacher did a debriefing. She invited students to look at the picture each group made and asked them if they thought the group collaborated well or not. The conclusion was that to do a good job, the group needed to work together as each one had some unique information to add to the picture.

Vignettes From the Classroom

In addition to the community building games designed to help students get to know each other, and to collaborate on group projects which may result in students realizing the importance of collaboration, the teacher also tried to build a classroom learning community through her instruction and daily language use. She encouraged the type of behavior that would help to build a learning community, such as to take risk and to try, to respect each other, to value each other's ideas, to be responsible for one's own behaviors, to participate in learning activities actively, and to collaborate with others. Here are a few vignettes from my field notes.

"No 'I don't know' should be heard in this room." (Field notes 9-9)

At one point in the second week, Jassonnie answered "I don't know". The teacher wrote the words in capitals on the board and told the class that these three words are prohibited in the room. "You can say 'I am not sure, but I'll try', or 'I'll take a guess at it'."

"Ask three before me."(Field notes 8-31)

Even on the first school day, the teacher told the students, " I want you to ask 3 before me." She asked students what she meant. It turned out that as there were four people in each group, she wanted them to ask each other first when they needed help. She told them, "I'm not the all-knowing person. Your classmates have ideas to help you." (Field notes, 8-31).

"Why do I seem unfair?" (Field notes, 8-31)

On several occasions, the teacher told the students that she had different expectations for each one of them. She did assign different spelling words to different students according to their levels. She said to them that she might seem "unfair" to the students, because she expected everyone to do their best. As a matter of fact, she believed this seemingly "unfairness" was actually fair. In her opinion, it would be unfair to students to expect anything less than they could do.

"You're here to learn." (Field notes, 8-31)

On the first day, the teacher discussed with the students when to and when not to send them to the office. She told them that she had seen a number of them in the office often in the past and she hoped that this would not happen in this year. To her, sending students to the office was the last resort. She said to the students, "when you're in the office, you're not learning. You're here to learn."

"You have 22 [classmates] ... and your experiences might help others better than myself." (Field notes, 9-1)

When discussing why they took time talking in Book Club, a student suggested that "sometimes you learn more stuff". The teacher said that it was like a two way street, "you help others ←book→ others help you." She also told the students that they might know more things than she did as they all had different life experiences. She said, " If somebody else doesn't know, you ought to help them." (Field notes, 9-1)

" No one is wrong, only different ideas." (Field notes, 9-9)

The teacher also tried to make it clear to students that in discussions, all opinions should be valued. "Many times, there are no right answers. To a question, Tong, Forest all might answer differently than Hieu. But you all back up what you say. You can explain yourself" (Field notes, 9-1). On another occasion, the teacher reaffirmed this, "When you disagree, you say, 'I disagree with that ..., because ...' instead of 'you're wrong.' No one is wrong, only different ideas." (Field notes, 9-9)

DEVELOPING A SHARED LITERACY PRACTICE

Teacher's Expectations of the Students With Regard to Literacy Learning

The teacher had high expectations of the students and she wanted them to learn. "I want them to be able at a point when they need to work at it a little bit" (Interview, 9-30). She expected students "to think, to try their hardest" (Interview, 9-30). (Vygotsky's Zone of Proximal Development)

In reading literature, her expectations of students were: "not only they have to think why this might be happening, but connect it with what they know in their own life and in other books. In this story, students need to say that this is why they were thinking

what the characters do. They need to connect to the text, and to connect to their own life" (Interview 9-30). She told the students, "You need to think about what you read. That's what you've got to do" (Interview, 9-30).

How did They Do Book Club?

Books used

Almost all the books she used for Book Club either won some literary award or by authors whose other works won. In this first month, they finished one book, *Stone Fox*, and started a second book, *Shiloh*. *Stone Sox* was a Harper Trophy and *Shiloh* was the 1992 Newbery winner.

In doing Book Club, four things were required of students: to read, to write, to think and to talk about the books. Except for half days, they did book club everyday for about 70 minutes. Book Club program consisted of mini lesson, reading, writing, book club (group discussion), and community share (class discussion).

Mini Lesson

In the mini lesson, the teacher would introduce the category of that day's prompt, such as Character, Me and the Book, Author's Craft, Compare and Contrast, Interpretation, Themes, to name a few among others. They would discuss the different ways that readers could learn about the characters in the book when working on Character, and compare their own life experiences with the characters' or imagine themselves to be in the characters' positions when doing Me and the Book. The teacher tried to make sure that the students understood the prompt for that day and if it was hard and especially at the beginning of the year, the teacher sometimes asked other students or suggested directly herself the possible language structures for the writing.

Reading

Students read in groups the assigned part for the day. They usually took turns reading out loud. Sometimes when the chapters were too long, the teacher would have students listen to part of it on tape and read the rest in groups. The teacher believed that reading together in groups could provide students, who were not that fluent in reading, an opportunity to get help. For the few students who had more difficulty in reading, the teacher had them listen to the tape. She also made copies of the tape for the few whose English was extremely limited.

Writing

Students would have 10 to 25 minutes to write their responses to the given prompt in class. The teacher saw writing to prompts give students an opportunity to think what they had read, to connect to their own experience and to other texts, and to give supporting evidence of why they said what they had said. Thus in designing the prompts, especially when it came to Me and The Book, she would give more than one prompts for students to make a choice. She said that some students might not have similar experiences as the characters in the book had or they didn't want to talk about it. In either case, they could write about their experiences with reading the book.

Book Club (group discussion)

Group discussion was called book club with a small "b" and "c". This was the time when students gathered in small groups, sharing their responses to the prompts for the day, asking each other questions and sometimes commenting on what they each had written down. The teacher valued this sharing part most for it was a time when

knowledge was constructed collaboratively in a social setting and when the more knowledgeable students could model ways of comprehending and responding to text.

Community Share (class discussion)

After they discussed their responses in groups, they would convene into a large group and share what each group had talked. Sometimes they raised questions for the whole class.

Challenges

Book Club was a challenge to these students, both cognitively and socially. Cognitively, in doing Book Club, students needed to learn a whole new set of language, such as terms and concepts in talking about the text, as well as a new way of thinking, such as what questions to ask, what information deemed important in a story line, what the key idea of the story was, what message did the author send by his/her descriptions, etc. On top of the cognitive challenges, these second language learners faced also the social and the linguistic challenges.

Book Club program was based much of its learning on group and class discussions. Collaboratively students constructed meanings of texts through sharing with each other their ideas, challenging each other's ideas, and exploring meanings together. This called for a new set of language skills, in which students could use in expressing their reasoning, providing support, and arguing for their points.

However, none of the students in this class had engaged in Book Club type of learning activities before they came to this class. They didn't know what to pull out from the readings, how to respond to the prompts, how to share nor did they know how to respond to others in groups as well as in class discussions. As they were pushed, they put

up a resistance against doing Book Club through either not doing the assignments on time or complaining openly that they didn't "get it". The process of establishing a new set of practices to be valued and practiced by all members of the community was also a process of building a learning community.

Analysis

The first month of the school year saw a lot of teacher talking and little student-dominated talking in doing Book Club. In this month, they did Book Club on 16 days. The first 10 days was on the book, *Stone Fox*, and the next 6 days was on *Shiloh*. In this section, I first summarize what activities they did and how much time they spent on each activity when they were working on *Stone Fox*. Then I explore the efforts made by the teacher in helping students to learn to participate in Book Club.

The class spent a total of 673 minutes on *Stone fox* over a 10 day period, plus a 75 minutes recess time in two of the 10 days. Of the total 673 minutes, 313 minutes (47% of the total time) was used for either teacher instruction or teacher led talk over Book Club. This type of activity was a daily event and the length of this type of talk varied from 5 minutes on the last day when students were told to tidy up all their reading logs for submission to 57 minutes when the teacher was teaching about writing for a know-nothing audience. Only 32 minutes on Day Two and Day Four (5% of the total time) was used on activities when students' talk was the main thing, i.e., book club (9 min. + 15 min.) and community share (3 min. + 5 min.) (For a detailed summary, please see Appendix.)

In this first month, Day One to Day Five was the initial trial stage. Days Six and Seven witnessed the explicit initial open resistance when students asked questions about

their confusion and complained openly that they didn't "get it". Some students also showed silent resistance by not getting prepared for Book Club. Facing the resistance, the teacher started to check if students were prepared or not before recess and if they didn't, they would have to catch up with their work during recess time. At the same time, she provided more support through her Book Club instruction. On top of these efforts, the teacher gave students the opportunity to observe what book discussion would be like by more "expert-like" peers through showing them the Book Club tape and inviting her previous year's students to give a demonstration of a group discussion on Days Seven and Eight respectively. Finally, she launched a three-week long fishbowl discussions starting from *Shiloh*, when students had the opportunities to both participate and to observe how others responded to the prompts in writing and to each other's ideas in discussions. The extra two chairs gave the teacher the space to demonstrate the type of questions expert readers/writers asked, the language they used, and the kind of social behavior in which they engage. Apart from being a participant, the teacher could also act as a guide, mediating students' participation for the whole class to learn. With the extra chairs to invite outside onlookers to join the fishbowl group's discussion, new opportunities were created for modeling from the more knowledgeable others and participation by emergent learners. Day fifteen was the first day when the two chairs were put in and it made a big difference from all the previous discussions they had. The conversation was a lot richer. Day fifteen saw the hope of growth. In other words, in learning and development, opportunity to practice was not enough, modeling and scaffolding should accompany the process.

Due to the challenges of doing Book Club, it became a source of frustration for the students and for the teacher at the beginning of the year. However, the teacher persisted in doing Book Club instead of turning to doing basal readers. She believed that Book Club would gave students more opportunities to read and write and to develop the literary skills that would better prepare these students for the challenges in middle schools and in their lives in future. She also believed that Book Club had the potentiality to create a learning community when students could share their learning and challenge each other's ideas and as a result develop their cognitive and social skills (Interview, 12-15).

RELATIONS OF POWER

Another important issue involved in classroom learning community development was the relations of power between the teacher and students. In this particular classroom, there seemed to be developing two parallel kinds of relations between the teacher and the students. One was more equal and the other was more tipped/skewed, with the teacher having the control. These two different relations could be revealed by the roles that the teacher saw herself playing. She identified herself with the role of a facilitator, a guide, and sometimes a participant in students' learning of academic discipline knowledge. When it came to classroom management, she saw that there were things acceptable and unacceptable and there her role was to make sure that the unacceptable behaviors should be avoided absolutely. Thus she became the "queen", whose words should be followed without question.

The teacher had a very clear goal that she wanted to establish a classroom learning community. She told the students explicitly, designed special games for building

the community and persisted in doing Book Club. She had a unique way to invite students to participate in any kind of discussions in class. She valued their ideas, honored their voices, and encouraged them to think for themselves.

However, when it came to classroom management, she was very strict and was constantly "on them". My field notes, especially the early ones, noted many examples of her disciplining the students. The teacher emphasized the importance of respect for each other. She wanted the students to sit properly in class and not to play with pencils while other people were speaking. She didn't want to see students slouch in class, no head down in this room. Whenever she saw some kids acting inappropriately, she would say, "so and so, sit up. So and so, turn around. So and so, put your pencil back!" At the beginning of the school year, she had to raise her voice quite often to discipline the students.

Just as she discussed with the students on the first day, things like recess and time to drink water all belonged to privilege. Thus if students didn't do their homework, or were slow coming back after lunch, or not quiet down quickly as being told, these privileges would be taken away. She told them, "my wait time is your recess time." At another time, she said, "I'm not going to tolerate. If you are not waiting quietly and come straight to the classroom, we'll not have drinks any more." At the beginning of the year, it was common that some students would have no recess, because they had to work to finish writing Book Club response during that time. She also gave stars or points to groups on the board for their behavior, so that the group with the most stars would get some prizes each week. She had a raffle system on and off too.

Here is a quote from the whole class intervention on September 28, after which the teacher literally lost her voice. The teacher was getting frustrated, as a few students

still continued to act in an irresponsible way. Even at the moment of anger, she was still trying to inculcate a sense of community into the students.

"... Boys and girls, you've got to start working like a team. You're in here for 40, for 35 more weeks together, like it or not. If I were you, I'd start telling these students who are not following the rules what to do. I'd start telling them. I'd start glaring at them. First of all, I'd do it nicely. I'd try to remind them very quietly, very nicely. If there is this one person ruining the whole class, the rest of the class should look at that one person until they stop. Obviously, they'll get what they want. They'll get the attention. ...

The teacher saw what she was doing was to teach students to be respectful. At a later interview (2-8), she said, "I think all the rules I have are related to respect of others, other students and the teacher, and a community cannot be built without that foundation of respect."

The teacher followed mostly the Canter's (Canter, 1976) assertive discipline in her classroom management. She thought that if the teacher was not strict with them, the students would push and manipulate the teacher. "All children need a really sound structure. I as an adult, when I go to a class, I know exactly what I can get away with, even in a college classroom. If you're not on them, you are not figuring out what they are doing first before they do it, chaos is going to take over." "It is the foundation for a learning community to be built on. Without it [sound discipline structure], can't have it [community]. I might be wrong, but it worked here. (smiles)."

CONCLUSIONS

Evidence from the data seemed to show that the teacher had a clear goal of establishing a learning community in this classroom with culturally and linguistically

diverse learners. She told the students explicitly and repeatedly that they were a learning community. In developing a shared literacy practice, i.e., Book Club, she tried to create opportunities for students to learn to participate in this new literary practice. She encouraged students to think for themselves. But in face of the challenges of doing Book Club, students retreated to passive resistance. The teacher persisted in doing Book Club because she believed the new practice would be a better way to engage students in reading, writing, talking, and thinking in ways acceptable by the literary community and it would create opportunities for students to interact with each other that might help to develop a classroom learning community. However, in classroom management, the teacher followed Canter's (Canter, 1976) assertive discipline and believed discipline was the foundation for a learning community to be built on. To establish a learning community creates a big challenge to the teacher and the students in this classroom. This first month of the school year here was full of students' resistance to the new cultural practices, the teacher's persistence, frustrations, negotiations, joys, trials and tribulations, and hopes.

REFERENCES

Atkinson, P., & Hammersley, M. (1994). Ethnography and participant observation. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 248-261). Thousand Oaks, CA: Sage.

August, D., & Hakuta, K. (Eds.). (1998). *Educating Language-Minority Children.* Washington, D. C.: National Academy Press.

Brown, A. L. (1997). Transforming schools into communities of thinking and learning about serious matters. *American Psychologist, 52*(4), 399-413.

Canter, L. (1976). *Assertive Discipline: A take-charge approach for today's educator.* Seal Beach, CA: Canter and Associates.

Cummins, J. (1997). Minority status and schooling in Canada. *Anthropology & education quarterly, 28*(3), 411-430.

Dudley-Marling, C., & Stires, S. (1992). Including all students within a community of learners. *Reading horizons, 32*(5), 356-371.

Edelsky, C., Draper, K., & Smith, K. (1983). Hookin' 'em in at the start of school in a 'whole language' classroom. *Anthropology and education quarterly, 14*, 257-281.

Gumperz, J. (1982). *Language and social identity*. Cambridge: Cambridge University Press.

McMahon, S. I., & Raphael, T. E. (Eds.). (1997). *The book club connection: literacy learning and classroom talk*. New York and London: Teachers College Press.

Moll, L. C. (1992). Bilingual classroom studies and community analysis: Some recent trends. *Educational Researcher*, 21-24.

Nieto, S. (1992). *Affirming diversity: The sociopolitical context of multicultural education*. New York & London: Longman.

Sergiovanni, T. J. (1994). *Building community in schools*. San Francisco: Jossey-Bass Publishers.

Tonnies, F. (1940). *Fundamental concept of sociology: Gemeinschaft und Gesellschaft* (Charles P. Loomis, Trans.). New York: American Book Company.

Wells, G., & Chang-Wells, G. L. (1992). *Constructing knowledge together: Classrooms as centers of inquiry and literacy*. Pottsmouth, NY: Heinemann.

APPENDIX

Stone Fox
Activities and Time Spent on Different Activities

Date	Activity	minutes
9/2	Mini lesson	20
	Reading	11
	Writing	20
9/3	Teacher instruction on Self evaluation sheet	26
	Book Club	9
	Community Share	3
	Mini Lesson	16
	Reading	10
9/8	Teacher instruction on writing for a know nothing audience and Mini Lesson	57
	Reading	10
9/9	Teacher talk	15
	Book Club	15
	Community Share	5
	Mini Lesson	20
	Reading/writing	30
9/10	Recess checking Book Club and some students working on it	35
	Teacher led talk	50
	Reading/writing	35
9/11	Recess	40
	Teacher Led Talk	16
	Mini Lesson	8
	Reading/writing	7
9/14	Watch tape and teacher led talk about how they did	13
	Mini Lesson	15
	Reading/writing	60
9/15	Guest fishbowl and teacher led discussion	20
	Mini Lesson	7
	Reading/writing	50
9/16	Recess	
9/17	Teacher led talk over group discussion	11
	Mini Lesson	19
	Reading	20
9/18	Teacher instruction	5
	Students working themselves to tidy up the reading logs.	75

SUMMARY:
Teacher centered talk = 314 minutes
Student centered talk = 32 minutes
Reading/writing = 328 minutes